

Chiltern Primary School

PUBLIC SECTOR EQUALITY DUTY WORKBOOK 2019 - 2021

This workbook is being completed with regard to the following publications and in conjunction with our affiliated Teaching alliance, Fairfields:

1. The essential guide to the public sector equality duty: *Equality and Human Rights Commission*
2. Equality analysis and the equality duty: *Equality and Human Rights Commission*
3. Engagement and the Equality Duty: *Equality and Human Rights Commission*
4. Equality Objectives and the Equality Duty: *Equality and Human Rights Commission*
5. Equality Information and the Equality Duty: *Equality and Human Rights Commission*
6. Equality Act 2010 and Schools (April 2014) : Advice for School Leaders, School Staff, Governing Bodies and Local Authorities : *DfE*

STAGE 1 : EQUALITY INFORMATION

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<p><i>We have a racism reporting sheet – only one child recorded (picked up by the FSW).</i></p> <p><i>WBB are our lowest performing group, rather than other cultures – see ROL data (African Boys have been high-lighted from June '19 data).</i></p> <p><i>Target tracker data and FFT will show any change to our performance of the groups.</i></p> <p><i>Balanced curriculum planning (including assembly themes and values) ensures all needs are covered.</i></p> <p><i>Evidence can be seen in books and displays and by talking to pupils.</i></p> <p><i>To support eastern European families improve attendance just prior to, or after, a school holiday.</i></p> <p><i>To prevent exclusions of WBB.</i></p>	<p><i>All clubs are open to all – we need to analyse the members of the clubs to make sure the opportunity is fair.</i></p> <p><i>Weekly Safe-guarding meeting to share and discuss information for the 5 DSLs.</i></p> <p><i>Staff handbook and code of conduct.</i></p> <p><i>Edukey and My Concern electronically tracks the support given to all groups.</i></p>	<p><i>We have almost 40% of our families are non-English; 30 languages spoken and through our open door policy and non-teaching SENCO, relationships are positive.</i></p> <p><i>Appointments with FSW if needed.</i></p> <p><i>Appointments with ELSA if needed.</i></p> <p><i>The many opportunities for families to come into school eg decoration day; reading sessions; charity events; performances; stay and play; picnics etc means our families regularly get together.</i></p> <p><i>On our whole school themed days, we study and learn about countries and cultures our pupils are from – see displays.</i></p> <p><i>Hold a parents' e-safety talk every year.</i></p> <p><i>The LA Prevent team support our school and all staff and Governors have had training.</i></p>

			<p>Strong link with our local PCSO to support our families.</p> <p>Annual satisfaction questionnaires for staff, pupils and parents.</p> <p>Follow Anti-Bullying policy and National programs.</p> <p>Moved to electronic communication (along with Texts) and translation is built into our website.</p>
Disability	<p>ROL shows that our SEN pupils are in-line, just below or exceeding Nationals for almost all year groups. 2 family support workers run a full time nurture club so pupils with emotional or social need can be supported.</p> <p>We have 31 SEN support assistants to meet the needs of our 15% SEN pupils; plus 13 0.8 FTE TAs in every class to support the group just above SEN/ EAL and PP.</p> <p>Rigorous SEN process and reviews with staff and parents are in place. Our SENCO is lead for the county. Balanced curriculum planning (including assembly themes and values) ensures all needs are covered.</p> <p>Evidence can be seen in books and displays and by talking to pupils.</p> <p>To support CP/ EHA families improve attendance.</p> <p>To prevent exclusions of WBB.</p>	<p>See accessibility plan for provision eg lift; nurture club; EHAs; CP provision; all pupils are offered opportunities for clubs and festivals; have previously participated in the Project Ability Games for our SEN pupils – to get this group active.</p> <p>All clubs are open to all – we need to analyse the members of the clubs to make sure the opportunity is fair.</p> <p>Hold a morning activity club for pupils with lower self-esteem/ significant SEN and challenging pupils.</p> <p>Weekly Safe-guarding meeting to share and discuss information for the 4 DSLs.</p> <p>Staff handbook and code of conduct. Edukey and My Concern electronically tracks the support given to all groups.</p>	<p>Over 15% of our pupils have SEN or SEMB, so, as a fully inclusive school, every child gets the support and inclusion they need.</p> <p>Our open door policy and our Lead SENCO meets with these families each term.</p> <p>Appointments with FSW if needed.</p> <p>Appointments with ELSA if needed.</p> <p>Many external agencies support our families eg Ed Psyc; speech and language; paediatrician; school nurse team; CAMHs; JOGO, Team Teach and Target Autism.</p> <p>The many opportunities for families to come into school eg decoration day; reading sessions; charity events; performances; stay and play etc means our families regularly get together.</p> <p>On our whole school themed days, we study and learn about countries and cultures our pupils are from – see displays.</p>

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			<p>Hold a parents' e-safety talk every year. Strong link with our local PCSO to support our families. Annual satisfaction questionnaires for staff, pupils and parents. Follow Anti-Bullying policy and National programs. Moving to electronic communication (along with Texts) and translation is built into our website.</p>
<p>Sex</p>	<p>We have 49% boys and 51% girls. There is no obvious pattern of achievement difference across the school, other than B outperforming G in Maths and G outperforming B for other areas. EAL and PP (apart from EYFS) perform strongly against others due to our provision. See FFT/ LA Profile. Target tracker data will show any change to our performance of the groups. Balanced curriculum planning (including assembly themes and values) ensures all needs are covered. Evidence can be seen in books and displays and by talking to pupils.</p>	<p>Talk for Writing training has been introduced across the school to engage boys more in writing. Starting Accelerated Reading this year, to compliment the 100 Book Challenge – to hook in all groups The whole cluster participated in Literacy Shed training to raise expectations and aspirations of boys' achievement. Kinetic letters support fine motor development of boys in particular. Parents' reading sessions are held in KS1/FS. Weekly Safe-guarding meeting to share and discuss information for the 5 DSLs. Staff handbook and code of conduct. Edukey and My Concern electronically tracks the support given to all groups.</p>	<p>Our open door policy means that all families can see teachers every day (if needed). Appointments with FSW if needed. Appointments with ELSA if needed.</p> <p>The many opportunities for families to come into school eg decoration day; reading sessions; charity events; performances; stay and play etc means our families regularly get together. On our whole school themed days, we study and learn about countries and cultures our pupils are from – see displays. Hold a parents' e-safety talk every year. Strong link with our local PCSO to support our families. Annual satisfaction questionnaires for staff, pupils and parents. Follow Anti-Bullying policy and</p>

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			National programs.
Gender Reassignment	<p><i>Our FSW has researched how to support this group of children, with the help of health professionals. Balanced curriculum planning (including assembly themes and values) ensures all needs are covered. Evidence can be seen in books and displays and by talking to pupils.</i></p>	<p><i>All clubs are open to all – we need to analyse the members of the clubs to make sure the opportunity is fair. Assemblies and curriculum coverage promote tolerance and respect for the views and beliefs of all. Weekly Safe-guarding meeting to share and discuss information for the 5 DSLs. Staff handbook and code of conduct. Edukey and My Concern electronically tracks the support given to all groups.</i></p>	<p><i>Our open door policy means that all families can see teachers every day (if needed). Appointments with FSW if needed. Appointments with ELSA if needed. Follow Anti-Bullying policy and National programs.</i></p>
Pregnancy and Maternity	<p><i>We follow the LA policy for staff. Our PHSE curriculum for the school covers necessary aspects of sex and relationships. Our FSWs meet with any child who shows concern about aspects of puberty.</i></p>	<p><i>We follow the LA policy for staff. All clubs are open to all – we need to analyse the members of the clubs to make sure the opportunity is fair. Assemblies and curriculum coverage promote tolerance and respect for the views and beliefs of all. Weekly Safe-guarding meeting to share and discuss information for the 4 DSLs. Staff handbook and code of conduct. Edukey and My Concern electronically tracks the support given to all groups.</i></p>	<p><i>We follow the LA policy for staff. Our open door policy means that all families can see teachers every day (if needed). Appointments with FSW if needed. Appointments with ELSA if needed. Hold a parents' e-safety talk every year. Strong link with our local PCSO to support our families. Annual satisfaction questionnaires for staff, pupils and parents. Follow Anti-Bullying policy and National programs.</i></p>

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<p>Age</p>	<p><i>The age of our staff range from 21 to 63.</i></p>	<p><i>The SLT and office manager have completed Safer Recruitment Training/ updates. The school does not discriminate by using the LA forms provided for the application process (no DOB included). CPD is not based on age, but need for the school. New Governor training includes an Equal ops section. Staff handbook and code of conduct. Edukey and My Concern electronically tracks the support given to all groups.</i></p>	<p><i>Follow Anti-Bullying policy and National programs.</i></p>
<p>Religion and Belief</p>	<p><i>Our pupils follow 9 different religions/ beliefs and our staff, 4. Balanced curriculum planning (including assembly themes and values) ensures all needs are covered. Evidence can be seen in books and displays and by talking to pupils. Our special leave policy allows staff and pupils to attend special religious events. We support pupils who are fasting. We follow the advice from the SACRE report.</i></p>	<p><i>All clubs are open to all – we need to analyse the members of the clubs to make sure the opportunity is fair. Assemblies and curriculum coverage promote tolerance and respect for the views and beliefs of all. Visitors eg Jewish and Sikh speakers to share their knowledge with pupils and staff. Weekly Safe-guarding meeting to share and discuss information for the 4 DSLs. Staff handbook and code of conduct. Edukey and My Concern electronically tracks the support given to all groups.</i></p>	<p><i>Our open door policy means that all families can see teachers every day (if needed). Appointments with FSW if needed. Appointments with ELSA if needed. On our whole school themed days, we study and learn about countries and cultures (including religion) our pupils are from – see displays. Hold a parents’ e-safety talk every year. Strong link with our local PCSO to support our families. The LA Prevent team support our school and all staff and Governors</i></p>

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			<p><i>have had training.</i> <i>Annual satisfaction questionnaires for staff, pupils and parents.</i> <i>Follow Anti-Bullying policy and National programs.</i></p>
<p>Sexual Orientation</p>	<p><i>Currently, we have no pupils in school who have disclosed they would prefer to be of the opposite sex.</i> <i>Our FSW has researched how to support this group of children, with the help of health professionals.</i> <i>Balanced curriculum planning (including assembly themes and values) ensures all needs are covered.</i> <i>Evidence can be seen in books and displays and by talking to pupils.</i></p>	<p><i>All clubs are open to all – we need to analyse the members of the clubs to make sure the opportunity is fair.</i> <i>Assemblies and curriculum coverage promote tolerance and respect for the views and beliefs of all.</i> <i>Weekly Safe-guarding meeting to share and discuss information for the 4 DSLs.</i> <i>Staff handbook and code of conduct.</i> <i>Edukey and My Concern electronically tracks the support given to all groups.</i></p>	<p><i>Our open door policy means that all families can see teachers every day (if needed).</i> <i>Appointments with FSW if needed.</i> <i>Appointments with ELSA if needed.</i></p> <p><i>Hold a parents’ e-safety talk every year.</i> <i>Strong link with our local PCSO to support our families.</i> <i>Annual satisfaction questionnaires for staff, pupils and parents.</i> <i>Follow Anti-Bullying policy and National programs.</i></p>

STAGE 2 EQUALITY ENGAGEMENT

Protected characteristics	Aims of general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations ?
Race	<i>Broad and balanced curriculum. Working with the school's 2 FSWs and trained ELSA. Selection of themes and values for assemblies to meet our needs. Anti-Bullying policy. Relationships and Behaviours policy. Equality policy. Accessibility plan. External support agencies (as mentioned above).</i>	See first matrix for specific external advice and programmes covered.	See first matrix for detail on how we foster relationships.

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	<p><i>Working with our local cluster schools to share best practice.</i> <i>Voice of the child is listened to.</i> <i>Weekly Safe-guarding meeting to share and discuss information for the 4 DSLs.</i> <i>Safe-guarding/ whistle-blowing policies and procedures.</i> <i>Staff handbook and code of conduct.</i> <i>We employ 5 non-English staff to help with parental communication for EAL families.</i></p>		
Disability	<p><i>Broad and balanced curriculum.</i> <i>Working with the school's 2 FSWs and trained ELSA.</i> <i>Selection of themes and values for assemblies to meet our needs.</i> <i>Anti-Bullying policy.</i> <i>Relationships and Behaviours policy.</i> <i>Equality policy.</i> <i>Accessibility plan.</i> <i>External support agencies (as mentioned above).</i> <i>Working with our local cluster schools to share best practice.</i> <i>Voice of the child is listened to.</i> <i>Weekly Safe-guarding meeting to share and discuss information for the 5 DSLs.</i> <i>Safe-guarding/ whistle-blowing policies and procedures.</i> <i>Staff handbook and code of conduct.</i></p>	<p>See first matrix for specific external advice and programmes covered.</p>	<p>See first matrix for detail on how we foster relationships.</p>

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<p>Sex</p>	<p><i>Broad and balanced curriculum. Working with the school's 2 FSWs and trained ELSA. Selection of themes and values for assemblies to meet our needs. Anti-Bullying policy. Relationships and Behaviours policy. Equality policy. Accessibility plan. External support agencies (as mentioned above). Working with our local cluster schools to share best practice. Voice of the child is listened to. Weekly Safe-guarding meeting to share and discuss information for the 5 DSLs. Safe-guarding/ whistle-blowing policies and procedures. Staff handbook and code of conduct.</i></p>	<p>See first matrix for specific external advice and programmes covered.</p>	<p>See first matrix for detail on how we foster relationships.</p>
<p>Gender Reassignment</p>	<p><i>Broad and balanced curriculum. Working with the school's 2 FSWs and trained ELSA. Selection of themes and values for assemblies to meet our needs. Anti-Bullying policy. Relationships and Behaviours policy. Equality policy. Accessibility plan. External support agencies (as mentioned above). Working with our local cluster schools to share best practice. Voice of the child is listened to.</i></p>	<p>See first matrix for specific external advice and programmes covered.</p>	<p>See first matrix for detail on how we foster relationships.</p>

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	<p><i>Weekly Safe-guarding meeting to share and discuss information for the 5 DSLs.</i></p> <p><i>Safe-guarding/ whistle-blowing policies and procedures.</i></p> <p><i>Staff handbook and code of conduct.</i></p>		
Pregnancy and Maternity	<p><i>Broad and balanced curriculum.</i></p> <p><i>Working with the school's 2 FSWs and trained ELSA.</i></p> <p><i>Selection of themes and values for assemblies to meet our needs.</i></p> <p><i>Anti-Bullying policy.</i></p> <p><i>Relationships and Behaviours policy.</i></p> <p><i>Equality policy.</i></p> <p><i>Accessibility plan.</i></p> <p><i>External support agencies (as mentioned above).</i></p> <p><i>Working with our local cluster schools to share best practice.</i></p> <p><i>Voice of the child is listened to.</i></p> <p><i>Weekly Safe-guarding meeting to share and discuss information for the 5 DSLs.</i></p> <p><i>Safe-guarding/ whistle-blowing policies and procedures.</i></p> <p><i>Staff handbook and code of conduct.</i></p>	See first matrix for specific external advice and programmes covered.	See first matrix for detail on how we foster relationships.
Age	<p><i>Broad and balanced curriculum.</i></p> <p><i>Working with the school's 2 FSWs and trained ELSA.</i></p> <p><i>Selection of themes and values for assemblies to meet our needs.</i></p> <p><i>Anti-Bullying policy.</i></p> <p><i>Relationships and Behaviours policy.</i></p> <p><i>Equality policy.</i></p>	See first matrix for specific external advice and programmes covered.	See first matrix for detail on how we foster relationships.

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	<p><i>Accessibility plan.</i> <i>External support agencies (as mentioned above).</i> <i>Working with our local cluster schools tp share best practice.</i> <i>Voice of the child is listened to.</i> <i>Weekly Safe-guarding meeting to share and discuss information for the 5 DSLs.</i> <i>Safe-guarding/ whistle-blowing policies and procedures.</i> <i>Staff handbook and code of conduct.</i></p>		
<p>Religion and Belief</p>	<p><i>Broad and balanced curriculum.</i> <i>Working with the school's 2 FSWs and trained ELSA.</i> <i>Selection of themes and values for assemblies to meet our needs.</i> <i>Anti-Bullying policy.</i> <i>Relationships and Behaviours policy.</i> <i>Equality policy.</i> <i>Accessibility plan.</i> <i>External support agencies (as mentioned above).</i> <i>Working with our local cluster schools tp share best practice.</i> <i>Voice of the child is listened to.</i> <i>Weekly Safe-guarding meeting to share and discuss information for the 5 DSLs.</i> <i>Safe-guarding/ whistle-blowing policies and procedures.</i> <i>Staff handbook and code of conduct.</i></p>	<p>See first matrix for specific external advice and programmes covered.</p>	<p>See first matrix for detail on how we foster relationships.</p>

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<p>Sexual Orientation</p>	<p><i>Broad and balanced curriculum. Working with the school's 2 FSWs and trained ELSA. Selection of themes and values for assemblies to meet our needs. Anti-Bullying policy. Relationships and Behaviours policy. Equality policy. Accessibility plan. External support agencies (as mentioned above). Working with our local cluster schools to share best practice. Voice of the child is listened to. Weekly Safe-guarding meeting to share and discuss information for the 5 DSLs. Safe-guarding/ whistle-blowing policies and procedures. Staff handbook and code of conduct.</i></p>	<p>See first matrix for specific external advice and programmes covered.</p>	<p>See first matrix for detail on how we foster relationships.</p>
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STAGE THREE : EQUALITY OBJECTIVES

Protected characteristics	Aims of the general duty		
	Eliminate unlawful discrimination, harassment and victimisation.	Advance equality of opportunity between people who share a protected characteristic and those who do not.	Foster good relations between people who share a protected characteristic and those who do not.
Race	<p><i>To improve the achievement of WBB/ and African Boys to be closer to the National standards in Reading at KS2 from the 65% it is now; to the 73% National figure.</i></p> <p><i>To get more KS1 boys reaching expected standard in Writing & Maths.</i></p> <p><i>To improve the attendance of Eastern European pupils (95.4) and disadvantaged pupils (95%) up to the average attendance of 96.4% like the rest of the school.</i></p> <p><i>To ensure no group of pupils is left out of clubs.</i></p>	<p>Investment in more reading books. Teachers to have targeted intervention of WBB/ PP/ EAL/ SEN groups. Continue to raise the profile of reading and writing across the school with specific activities and National opportunities eg LITFEST..</p> <p>To update the letters and text communication with parents. Strengthen procedures by meeting face-to-face with parents more swiftly if their child's attendance slips. To analyse which pupils, from which groups, attend our clubs to make sure we haven't missed groups of pupils (even though we have not knowingly discriminated against any</p>	

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		groups). If groups are not represented, we will look to rectify, if we can, by recognising any barriers.	To carry out satisfaction questionnaires for staff, pupils and families annually. To gauge satisfaction of SEN pupils' parents annually.
Disability	<i>To reduce the exclusions of WBB from the 14 sessions in 2019..</i>	Access use of external agencies and nurture programmes. Allocate more 1:1 hours if appropriate. Assign CPD to cover necessary skills.	
Sex	<i>To close the achievement gaps between boys (104.5) and girls (102.4) at KS2 in Maths.</i>	Booster groups in place across KS2.	
Gender Reassignment			
Pregnancy and Maternity	N/A		
Age	N/A		
Religion and Belief	<i>To continue to monitor the achievement and opportunities of our 40% ethnicity and 30 different languages. Employ 5 non-English staff to help with translations.</i>	Part of termly KS meetings. Intervene swiftly if necessary. Join EAL group in Town. Invite speakers in from different faiths.	
Sexual Orientation	N/A		

APPENDIX A : A suggested format for an Equality Duty Action Plan

Chiltern Primary School

EQUALITIES OBJECTIVES AND ACTION PLAN

DATE OF PUBLICATION: September 2019

Objective	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions	Annual Red/Amber/Green rating
<p>To improve the achievement of WBB/ PP Girls and EAL (Reading) and FSM (Writing) to be closer to the National standards.</p> <p>To get more KS1 boys reaching expected standard in writing</p>	<p>White British boys Pupil Premium Girls *Autumn born</p>	<p>The affected group will improve their achievement:</p> <ul style="list-style-type: none"> • to 75 -78% by July 2020 	<p>Senior leadership team</p> <p>Class teachers</p>	<p>July 2019</p>	<p>Amber</p>

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&Maths.					
<p>To improve the attendance of Eastern European pupils (94.62%)</p> <p>To improve PA of SEN pupils (85%) up to the average attendance of 96% like the rest of the school.</p>	Eastern European pupils	<p>Checking on a termly basis to be able to close the gap.</p> <p>The Eastern European attendance will improve:</p> <ul style="list-style-type: none"> • To 96% by July 2020 <p>The PA of SEN pupils will improve their attendance : To 96% by 2020</p>	Senior Leadership team	July 2019	Amber
<p>To reduce the exclusions of WBB from the 14 sessions in 2019 to 0-5.</p>	White British boys	<p>To reduce the number of exclusions to the national average of 1.47%</p> <p>Exclusions to reduce: To 1.47% by July 2020.</p>	<p>Senior Leadership team.</p> <p>Class teachers</p> <p>Pastoral support Workers</p> <p>Teaching assistants.</p> <p>ELSA support.</p>	July 2020	Amber
<p>To ensure no group of pupils is left out of clubs/ other opportunities.</p>	All groups	<p>To look at attendance of all clubs and see which groups are/not attending.</p> <p>Target added when information complete.</p>		July 2020	Red

